

# CCSS INSTRUCTIONAL PRACTICE GUIDE: SUPPLEMENT FOR REFLECTION OVER THE COURSE OF THE YEAR



LITERACY  
IN HISTORY  
/ SOCIAL  
STUDIES



GRADES 6-12



OVER THE YEAR

This guide provides concrete examples of what the Core Actions for implementing the Common Core State Standards (CCSS) for Literacy in History/Social Studies look like in planning and practice over the course of the year. It is designed as a developmental tool for teachers and those who support teachers and can be used to guide planning and review practice over a semester or year. For all uses, refer to the CCSS for English Language Arts and Literacy ([corestandards.org/ELA-Literacy](http://corestandards.org/ELA-Literacy)).

The Shifts required by the Common Core State Standards for English Language Arts and Literacy are<sup>1</sup>:

1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

## CORE ACTIONS IN PRACTICE OVER THE COURSE OF THE YEAR #1: Students encounter an appropriate quantity and sequence of texts.

| INDICATORS   | EVIDENCE OBSERVED OR GATHERED |
|--|-------------------------------|
| A. Students consistently encounter relevant informational or content-rich nonfiction texts. <sup>2</sup>                     | Notes:                        |
| B. The texts students read are intentionally selected to build content knowledge in coherent ways.                           |                               |
| C. The texts students read follow the staircase of complexity called for by the CCSS for Literacy in History/Social Studies. |                               |

## CORE ACTIONS IN PRACTICE OVER THE COURSE OF THE YEAR #2: Students are asked to practice the range of reading and writing tasks the standards demand.

| INDICATORS   | EVIDENCE OBSERVED OR GATHERED |
|--|-------------------------------|
| A. Tasks routinely require students to demonstrate an understanding of the text through analytical and/or procedural writing. <sup>3</sup>                               | Notes:                        |
| B. Students regularly conduct short as well as more sustained research projects based on focused questions seminal to the coursework.                                    |                               |
| C. Students are given frequent opportunities to read independently so they engage with a high volume of texts. They are held accountable for this content-based reading. |                               |

<sup>1</sup> Refer to Common Core Shifts at a Glance ([achievethecore.org/ELALitShifts](http://achievethecore.org/ELALitShifts)) for additional information about the Shifts required by the CCSS.

<sup>2</sup> Across all content areas, students should read 70% informational or content-rich nonfiction and 30% literary texts in 6th - 12th grades.

<sup>3</sup> Across all content areas, writing tasks should be 70% analytical and 30% narrative tasks in 6th - 8th grades and 80% analytical and 20% narrative tasks in 9th - 12th grades.

### CORE ACTIONS IN PRACTICE OVER THE COURSE OF THE YEAR #3: There is evidence of student mastery of grade-level standards for Literacy in History/Social Studies.

| INDICATORS   | EVIDENCE OBSERVED OR GATHERED |
|--|-------------------------------|
| A. The teacher monitors and tracks students' progress toward mastery.  | Notes:                        |
| B. The teacher regularly adjusts instruction based on evidence of student progress from student work and ongoing assessment.                                   |                               |
| C. Students demonstrate increasing independence in reading, writing, speaking and listening with content topics and material.                                  |                               |
| D. Students demonstrate increasing facility with grade appropriate academic and domain-specific language (i.e. vocabulary and syntax) in speaking and writing. |                               |

### SHARED EXPECTATION: The teacher regularly and productively collaborates with other teachers to improve practice.

| INDICATORS  | EVIDENCE OBSERVED OR GATHERED |
|---|-------------------------------|
| A. The teacher collaborates to find and share high quality and suitable instructional resources, including texts and assessments. | Notes:                        |
| B. The teacher collaborates to examine student work and develop strategies to improve student learning.                           |                               |
| C. The teacher collaborates to observe, analyze, and improve their own and their colleagues' practice.                            |                               |